

**Carleton University
Winter 2014
Department of English**

ENGL 2701B : *American Literatures II (1914-Present)*
Prerequisite: 1.0 credit in ENGL at the 1000 level or permission of the dept.

Tuesday / Thursday 4:05 – 5:25 pm
Location: SA 502
Please confirm location on Carleton Central

Instructor: Andrew Connolly
Email: andrewconnolly@connect.carleton.ca
Office: 1909 DT
Office Hours: Tuesday/Thursday 2:30-3:30 pm

COURSE DESCRIPTION

This course explores three major themes in American Literature after 1914: War; Race; Sex, Sexuality, and Gender. Each theme will have its own section in the course, and each section will feature a variety of genres (such as poems, novels, short stories, non-fiction prose, etc.). Students will explore the ways writers from different time periods engage with these themes. While lectures will help situate the writing within a historical context and literary tradition, the focus of the course will be developing close reading skills through class discussion and various assignments. Students will also learn how to write a clear, focused essay with grammatically correct sentences and cohesive paragraphs.

READING LIST

Selected Readings in Ares

Kathy Acker, *Great Expectations* (1989)

Joseph Heller, *Catch-22* (1961)

Tony Kushner, *Angels in America: A Gay Fantasia on National Themes* (1993)

Toni Morrison, *Beloved* (1987)

All books area available at Haven Books (43 Seneca St.)

METHOD OF EVALUATION

MLA Handbook

All assignments must be formatted according to the MLA Handbook (7th Edition). There are copies in our library and most bookstores, but you might also consult the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/747/01/>

MLA Assignment 5%

This is a short assignment designed to teach students MLA format. Students will not be graded on the content of the assignment, only their adherence to MLA format, which will be covered in-class. This assignment will receive a mark out of five.

In-Class Writing Assignments 20% (4 x 5%)

There will be five surprise in-class writing assignments throughout the semester. These assignments will test students' comprehension of the assigned readings and their ability to engage with the readings. Students will have approximately 20 minutes in-class to write a response to a question provided by the instructor. The top four assignments will be counted toward the final grade. These assignments cannot be made up. Absences will only be excused in emergency situations (i.e. illness, death in the family, etc.) accompanied by appropriate documentation. These assignments will each receive a mark out of five.

Short Writing Assignments 45% (3 x 15%)

Throughout the course, there will be three short writing assignments (one for each section). These assignments will be two to three pages in length, and will be designed to develop the critical skills of students. These assignments will be marked based on the writing at a sentence and paragraph level, comprehension of the texts, demonstration of the appropriate critical skill, and adherence to MLA format. These assignments will each receive a mark out of 100.

Final Essay 30%

Final essays should be approximately 5-7 pages in length (~1500 words). Students will provide a scholarly reading of a primary text, including a clear argument or thesis statement and supporting evidence in the form of examples and direct quotations. Papers may expand on one of the short assignments. All paper topics must be approved by the instructor at least seven days before the due date. Students who fail to meet this requirement will receive a deduction of 10%. This assignment will receive a mark out of 100.

COURSE REGULATIONS AND OTHER INFORMATION**No Laptop Policy**

Please note that the use of laptops and other electronic devices will not be permitted in class unless a student has special permission from the Paul Menton Centre. At the beginning of the semester, two students per class will volunteer to take notes (on laptops) for the entire group (these students will receive extra credit for taking clear and well organized notes). These notes will be posted to our CU Learn site.

Grades

Grades out of 100 will correspond to the following scale:

A+	90-100	B+	77-79	C+	67-69	D+	57-59
A	85-89	B	73-76	C	63-66	D	53-56
A-	80-84	B-	70-72	C-	60-62	D-	50-52

A more detailed handout for marking criteria and grade descriptions will be distributed to students when assignments are assigned.

Assignment Submissions

Assignments must be submitted at the beginning of the class on the due date, or dropped off at the English Department office (DT 1812) to our department secretary or in the office drop-box after hours. I cannot accept assignments received under my office door. I also cannot accept electronic submissions. Students should keep a backup copy of their work to be submitted on request in the unlikely event that I lose or do not receive an assignment.

Late Assignments

Unless a student has a physician's note or other appropriate documentation, any late assignments will receive a deduction of five percentage points per business day to a maximum of ten business days. After ten business days, I can no longer accept the assignment. Rare extensions may be granted, at the discretion of the instructor, to students with non-emergency situations that will prevent them from handing in an assignment on time. Not all requests for extensions will be granted. Late assignments and assignments that receive extensions may receive few or no comments.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://carleton.ca/equity/accommodation>.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SCHEDULE

1. January 7
Introduction

War

2. January 9
MLA
T. S. Elliot, "The Wasteland"

3. January 14
MLA Assignment Due
T. S. Elliot, "The Wasteland"

4. January 16
Ernest Hemmingway, "Soldier's Home"

5. January 21
Tim O'Brien, "Speaking of Courage"
--, "Notes"

6. January 23
Sherman Alexie, "Sin Eaters"

7. January 28
Short Assignment #1 Assigned
Joseph Heller, *Catch 22*

8. January 30
Joseph Heller, *Catch 22*

9. February 4
Joseph Heller, *Catch 22*

Race

10. February 6
Short Assignment #1 Due
Langston Hughes, "Negro"
--, "The Negro Speaks of Rivers"
--, "Mother to Son"
--, "I, Too"
Countee Cullen "From the Dark Tower"
--, "Yet Do I Marvel"
--, "Pagan Prayer"

11. February 11
Audre Lorde, "Power"
Gwendolyn Brooks "We Real Cool"
Amiri Baraka (LeRoi Jones), "A Poem Some People Will Have to Understand"

12. February 13
Short Assignment #2 Assigned
James Baldwin, "Going to Meet the Man"

February 18
Winter Break, No Class

February 20
Winter Break, No Class

13. February 25
Toni Morrison, *Beloved*

14. February 27
Toni Morrison, *Beloved*

15. March 4
Toni Morrison, *Beloved*

16. March 6
Short Assignment #2 Due
Flannery O'Connor, "The Artificial Nigger"

Sex, Sexuality, and Gender

17. March 11
William Carlos Williams, "The Young Housewife"
--, "Portrait of a Lady"
H. D. (Hilda Doolittle), "Helen"
Amy Lowell, "The Captured Goddess"

18. March 13
Short Assignment #3 Assigned
Adrienne Rich, "Coast to Coast" (Mar. 13)
Anne Sexton, "Her Kind" (Mar. 13)
--, "Housewife" (Mar. 13)
Judith Ortiz Cofer, "Latin Women Pray" (Mar. 13)

19. March 18
Joyce Carol Oates, "Where Are You Going, Where Have You Been?"

20. March 20
Allen Ginsberg, "Howl" Including Footnote

21. March 25
Final Paper Assigned
Tony Kushner, *Angels in America*

22. March 27
Short Assignment #3 Due
Tony Kushner, *Angels in America*

23. April 1
Deadline for Meeting with Instructor RE: Final Paper
Tony Kushner, *Angels in America*

24. April 3
Kathy Acker, *Great Expectations*

25. April 8
Final Paper Due
Kathy Acker, *Great Expectations*